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ABSTRACT

This document presents a brief history of Texas A&I University at Laredo. Following introductory material, the report encompasses community involvement; a review of the planning year including the 1970-71 academic year, the 1971-72 academic year and a summary of institutional priorities, and the 1972-73 academic year with emphasis placed on the items of university concern as ranked by the faculty 1972-73. (MJM)

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A Brief History of Texas A&I University at Laredo (first "upper-level" college in Texas)

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Dr. F. Allen Briggs, Chairman,
Self Study

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INTRODUCTION

Let us introduce you to the institution you are about to visit.

Texas A & I University at Laredo, often called in this report by its acronym TAIUL, is an upper-level college which will be in the middle of the second semester of its third year of classes when you visit us. Founded in 1969 as a Center of Texas A & I University in Kingsville, its first classes were held in September, 1970, for 286 students. In the spring of 1972, it became an independent unit of the Texas A & I University System, and its September, 1972, enrollment was 666.

TAIUL is located in Laredo, a city of about 70,000 people on the international border, the Rio Grande, in the extreme south-central area of Texas. Most of its students come from the immediate area in which it is located; about 85% of the people in Laredo have Spanish as a first or second language. TAIUL co-inhabits a campus built by a much older institution, Laredo Junior College, and for many of its students, it provides a continuation of the college work which they started in that institution.

Although details on institutional history are often important in the further reports which you will read (we are definitely in an evoluntionary process by which we hope to become more than we now are), perhaps it could be helpful to present a story of the steps through which we have become what we are. Relevant sections of the story may be repeated in later parts of this report, but you will be able to understand more clearly if you first get a general picture.

I. Community Involvement

Texas A & I University at Laredo was founded by the 61st Legislature of the State of Texas during its regular session on June 14, 1969. The enabling act is to be found as a part of Report 1 - Purpose, in this self study.

The impetus to establish the university originated in the community of Laredo itself; a group of business citizens directed an extensive drive to consolidate local support and carried the official request to Coordinating Board of the Texas College and University System. The Coordinating Board, recorded in the minutes of its meeting on September 16, 1968, recommended approval, setting the stage for a formal request to be directed to the administration and Board of Directors of Texas A & I University, Kingsville, Texas, to serve as the parent institution. Since enrollment during the init[illegible] development of the institution was expected to be small and the area community college was in the process of a building program, it was specified that arrangements would be established to lease existing facilities rather than to build a separate physical plant.

After a careful review, the administration of Texas A University at Kingsville made a favorable recommendation to its Board with the following conditions:

1. that Texas A & I University at Kingsville not be excluded from consideration as the parent institution for any expansion of higher education in Corpus Christi, Texas;

2. and that adequate funding be provided (as established by administrative recommendations).

During the subsequent session of the 61st Legislature, which convened in January, 1969, the bill authorizing the establishment of Texas A & I University at Laredo was introduced with accompanying legislative budget requests recommended by the administration of Texas A & I University at Kingsville for the following amounts:

1969-1970 academic year - $135,000.00

1970-1971 academic year - $450,000.00

The regular session ending in May authorized the establishment of an upper level center but failed to provide funds to finance state programs thereby preempting the possibility of making any attempt to recruit faculty and start classes in September, 1969. As a compromise measure, Texas A & I University at Kingsville agreed to postpone the opening of the university center until September, 1970, with $135,000 being made available for planning, organization and recruitment during the initial year. The budget request for the second year of operation was continued as it was being revised from $470,000 down to $450,000. A special session of the Legislature was called in June and funds provided as of September 1 for the planning year.

II. The Planning Year

During the summer of 1969, Dr. J. C. Jernigan, President of Texas A & I University at Kingsville, initiated recruitment procedures for administrative positions at the new institution. The Librarian, Mr. Clifford Dawdy, was employed during the early summer and the Director, Dr. Billy F. Cowart, in August with both reporting in September. The Director moved at once to Laredo to establish administrative offices; and the Librarian was housed in Kingsville to begin acquiring $50,000 worth of library material, employing his own staff but utilizing the resources of the main library. Immediately negotiations were initiated in Laredo with Dr. Ray Laird, President of Laredo Junior College, to lease space for administrative offices. The Director-employed staff duplicated the shelf list of the LJC library in the areas of general reference material, teacher education, and business administration to avoid identical purchasing since, by agreement, the library collection of each institution was to be identifiable and shelved in designated areas but available to the students of both institutions. A survey of sophomore students at Laredo Junior College was initiated and a procedure was established to invite potential students in the community to contact the University in order to indicate their desired areas of study. This information was tabulated and used as the primary basis for deciding that the degree programs initially to be offered would include (1) Bachelor of Business Administration; (2) Bachelor of Science in Elementary and Secondary Education with supporting fields in history, government, Spanish, English and mathematics.

The subsequent period, from December through August, was utilized in the following manner:

1. consummating the provisions for leasing physical space from LJC in accordance with regulations established by the State Board of Control, which acts as the purchasing agent for the State of Texas.
2. recruiting faculty and staff (who also needed help in securing suitable housing). Final selection of all faculty and staff was the preogative of the Director; however, Division Deans at Kingsville were consulted concerning the professional background of individuals in a particular field.
3. establishing formal channels of communication with each main campus academic division that would have degree work offered at the new university center in the matter of degree plan requirements and overall division academic regulations.

4. advising prospective students on degree plan requirements.
5. processing library acquisitions and making arrangements for their transportation to Laredo and shelving as the official Texas A & I University at Laredo collection within the LJC library facilities.
6. initiating of operating procedures with each major administrative area on the main campus such as the Registrar, Financial Aid, Computer Center, Student Personnel, and Business Office.
7. procuring of equipment, furniture and supplies.
8. contracting for the construction of specially designed partitions for faculty offices and counter space for administrative offices.
9. informing the Laredo community concerning the progress of institutional planning and development.

The general guidelines governing these activities were established by Dr. J. C. Jernigan, President of Texas A & I University at Kingsville, in his "Policy and Procedural Statement for the Functioning of Texas A & I University at Laredo" issued in the Fall, 1969, (also printed in full in Report I).

The staff of the Registrar's Office, Business Office and Library began work in June to allow for initial training and records processing prior to the registration and initiation of classes in August, 1970. An intensive preadvisement procedure was conducted throughout the summer to determine approximate class sizes, the most functional scheduling of classes and to permit last minute adjustments involving textbook changes, et al.

The 1970-71 Academic Year

The first official faculty meeting was held August 25 with the following individuals included as members: Professors: in English, Dr. F. Allen Briggs, in Education, Dr. Donald E. Critchlow, in Business, Dr. Nestor Marquez-Diaz; Associate Professors: in Business, Dr. Jo Fisher Freeman, in Education Dr. Harold M. Kanter, Dr. Martha R. Thomas, Dr. Drew C. Tinsley; and Assistant Professors: in History, Dr. Rex H. Ball, in Mathematics, Mr. James A Bell, in Education, Mr. Leon R. De King, in Spanish, Mr. Frank Dietze, in History, Dr. Stanley C. Green, in Government, Dr. Rafael A. Lecuona, in Spanish, Mr. Alfredo Supervielle. Mr. Albert White was employed as an instructor in Business on a part-time basis.

The fall schedule included 58 sections of 49 different courses with a total headcount enrollment of 286. The fact that this number included 96 students enrolled for only three semester credit hours seemed to indicate the presence in the community of a number of students who had been out of school for several years and wanted to return but were uncertain how much work they could carry. This judgment was verified in January when the number of

students enrolled as full-time students increased significantly. A different sequence was planned for day and night courses so that night students might complete their program within the evening schedule but over an extended period of time. The initial weeks of the semesters resulted in development of administrative procedures, establishment of routine operational procedures between Laredo and Kingsville.

During the first year of operation, there was an effort to offer the widest variety of courses possible in keeping with the declared majors of enrollees. This broad program required that a number of faculty members teach four different preparations; the situation was particularly true in one man departments such as English and math. Business administration personnel were required to keep the same sort of schedule since two and one-half faculty positions available had to present adequate course offerings for both day and night students. The remaining faculty taught three different preparations out of a maximum twelve hour load. Administrative procedures were established so as to minimize extra assignments and permit faculty to devote their time primarily to teaching. One example of this attempt is the preparation and advisement of students concerning official degree plans, which was performed by an administrative assistant to the Director. In addition to the time relief factor for faculty, it was considered preferable to have centralized control over this function while the entire procedure was being established since no faculty member had prior experience with the A & I degree program.

The academic program for Business Administration and Arts and Sciences consisted primarily of lecture and laboratory experiences conducted on the A & I campus. Teacher Education included campus work, a reading clinic, and specific laboratory experiences in the local elementary and secondary schools. In order to establish and coordinate these programs, direct channels of communication were established with the administration of each local school district and it was thought advisable to establish a Committee on Teacher Education, consisting of public school teachers and administrators, to provide input and evaluative feedback concerning the teacher education program to the University faculty.

The procedure of holding a two or three day workshop at the beginning of each term for the faculty was established in January, 1971, and has afforded a valuable opportunity to coordinate overall activities, discuss operational procedures and see overall institutional progress. The primary significance of the January, 1971, workshop was that the faculty, as a whole, addressed themselves to overall institutional objectives for the first time and determined them to be almost completely from the cognitive realms, as defined by Bloom's Taxonomy of Educational Objectives. The time for the sessions became available since

the pre-registration process established at Texas A & I University at Laredo (which is initiated at least one month prior to the actual beginning of classes) cleared a three or four day time period used in Kingsville for the total process of advisement and registration.

One additional faculty member in the field of Business Administration was added in January on a quarter-time basis with the agreement that he would teach full-time starting in the fall of 1971. The spring semester showed an increase to 323 in student headcount enrollment and a slight increase in the number of courses offered.

During the latter part of the spring semester, arrangements were made with the Region I Education Service Center in Edinburg to conduct four special institutes for teachers of migrant children during the summer of 1971; a total enrollment of 101 resulted. All faculty members holding terminal degrees were granted contracts for either one or two semesters, as they preferred and non-terminal degree holders taught for six weeks if they desired. The majority of the faculty worked the entire summer and an extensive course offering was presented. A combined total of 40 students graduated during the May and August commencement exercises, but each of them had done considerable upper division work outside of Texas A & I University at Laredo. It was decided to delay holding any commencement exercises at the Laredo campus until the end of the second year; the students and the faculty of Texas A & I University at Laredo participated in the exercises on the main campus in Kingsville. Prior to September, 1971 two additional faculty members completed their degrees thereby increasing the percentage of individuals holding doctorates to 80.

Student activity during the 1970-71 academic year was not high. Activities such as dances and free movies were organized to include junior college students, but primary student activity still centered around previously established habit patterns. This tendency, of course, was greatly influenced by the fact that the majority of students still live at home and associate with long-time friends. Student participation in the decision making process was initiated during the fall semester with the establishment of the Faculty-Student Advisory Council which was provided a budget of $4,000 out of Student Activity funds and authorized to engage in discussion, review and recommendations concerning any phase of University activity in which students and/or faculty were concerned. Interest was primarily in activities of a social nature but the FSAC accepted responsibility for conducting the formal evaluation of faculty by the student body each semester during the academic year. This evaluation process proved beneficial in providing a formal channel of communication between the student body and administration concerning faculty practices. The faculty proved receptive

to the concept and did participate in preparing the initial instrument. The data collected was tabulated and issued directly to the professor involved and, in a subsequent conference with the Director, was discussed in detail. The overall student evaluation is designed to provide feedback from the students through formal channels and encourage constructive improvement.

Each division Dean and Chairman from the Kingsville campus, as well as each administrative officer having a counterpart in Laredo, visited the campus at least once during the academic year to review program development and maintain reasonable consistency in policies and standards. The Director was in constant communication with the President's Office.

III. The 1971-72 Academic Year

During the spring of 1971, the legislature of the State of Texas approved and funded a budget appropriation of $725,000 for the operation of Texas A & I University at Laredo during the 1971-72 academic year. It also approved $875,000 for the following year, but the entire state appropriation for the second year was vetoed, thus leaving all state institutions with only a one year operating program. The level of funding was exactly the amount requested, and allowed for the addition of five new faculty members; however, the one year limitation did hamper effective long-range planning. Faculty members were added in the areas of (1) Psychology-sociology, Mr. Myrna Swize; (2) Business Administration, Dr. Ray Smith; (3) Teacher Education, Mr. Eduardo Hinojosa, and (4) Dr. Elizabeth Pearce.

Mr. Albert White, who had been teaching one half time for both Laredo Junior College and Texas A & I University at Laredo chose to teach full time with the junior college and Dr. Jo Fisher Freeman resigned to reenter the government service. Dr. Freeman did request an extension to teach past his seventieth birthday which was to occur subsequent to the 1971-72 academic year but it was denied and he chose to leave one year prior to the acknowledged deadline. Mr. Ed Willman was employed to replace Dr. Freeman in the quantitative area of business administration.

The new budget included funds to establish a computer terminal in conjunction with the IBM 360-50 on the main campus and negotiations were instituted with LJC to utilize their IBM1130 as a terminal thus providing them direct access to larger, more sophisticated equipment and allowing Texas A & I University at Laredo to process its administrative programs without physically having to carry the data to Kingsville. It also opened the door for initiating a minimum level of course work on the computer.

The faculty workshop in August, 1972, proved significant because it was utilized to establish institutional priorities. A number of directions in which the University might move were identified by both faculty and administration; then all the staff assigned an order to each of the possibilities and the results of the combined ranking became the order of emphasis for institutional development for the next year. The results identified the following areas as having priority for institutional development:

SUMMARY

INSTITUTIONAL PRIORITIES
Adopted by the Faculty of TAIUL, August, 1971

1st	Graduate Degree (MBA - Education) 19 individuals voting - average score 2.0
2nd	Bi-Lingual Education 15 individuals voting - average score 4.0 Performance Based Program 18 individuals voting - average score 4.0
3rd	Teacher Corps 18 individuals voting - average score 4.3 Personalized Component in Teacher Education 15 individuals voting - average score 4.8
4th	Special Education 14 individuals voting - average score 5.6
5th	Computer - Effective Utilization 16 individuals voting - average score 5.8
6th	Executive Training Program 18 individuals voting - average score 5.9
7th	Latin American Studies 16 individuals voting - average score 6.3
8th	Research - Teacher Education Program 15 individuals voting - average score 7.2

During the summer months, Texas A & I University at Laredo had been requested to make application for a Teacher Corps grant in cooperation with Crystal City Independent School District which is located ninety miles northwest of Laredo. The extensive educational need in the Crystal City area, the thrust which the program showed toward Bi-Lingual education, and the emphasis which it would place on Performance Based Education (directions of program development already accepted by the teacher education division) encouraged action to prepare such a proposal. Due to the fact that the program involved graduate work, extensive consultation was conducted with the President, Graduate Dean and other administrative officials in Kingsville.

A proposal for the funding of Seventh Cycle Teacher Corps project in cooperation with the Crystal City Independent School District was written and submitted for the fall semester of 1972-73, and notification of funding occurred during March, 1972.

Another development during the summer, the initiation of administrative procedures by officials of Laredo Air Force Base to invite Golden Gate College from San Francisco, California, to establish a Master's in Business Administration program in Laredo, caused severe concern to Texas A & I University Laredo faculty and administration. Such a development would have obvious impact for future growth in institutional enrollment - a factor which will be critical when the school at Laredo is moved from its special basis for funding as a developing institution into the regular Texas procedure based on enrollment and computed through the use of pre-established formulae categories. After extensive negotiations with top administrative personnel of Laredo Air Force Base, TAIUK, the Coordinating Board of Texas Colleges and Universities, and officials from the Southern Association of Colleges and Schools, it was agreed that, in view of the importance of this area to the eventual growth of higher education in Laredo, it would be possible to initiate graduate work at Laredo on a limited basis through the program and procedures already established by the Graduate School in Kingsville. Course work at the 500 level (strictly graduate) was begun in January 1972; it is counted as residence credit. A part of the general plan included beginning equivalent work in Teacher Education at the beginning of the 1972-73 school year; considerable work had previously been offered on the Laredo campus in the field of Teacher Education, but it had been carried by Extension. A fuller discussion of this feature will be found in Section X of this study.

A system of pre-registration was initiated wherein students were advised and registered during one contact with a University advisor. This procedure was available to students for one month prior to the start of the new semester and included the option of paying fees at the time of advisement or deferring the payment to the regular registration period just before the opening of classes. Enrollment in the University showed an increase of 59% over the previous fall semester, and areas, such as student teaching, which require a lower faculty-student ratio, increased in excess of 100%, requiring that the number of professional personnel working be doubled.

A Committee on Bi-Lingual Education was formed on campus to develop a program at the undergraduate level for submission to the Texas Education Agency to be approved as an Academic Specialization in Elementary Education. Program revision in the areas of Special Education was also approved by the same agency and was implemented in the Summer of 1972. Laboratory experiences for teacher candidates were expanded to include observation in the secondary schools and a set of clinically oriented experiences were initiated in conjunction with the course work in child development.

Head count enrollment for the spring semester showed a small increase over the fall to continue the unusual pattern which has shown an increase in number of students every term, with the exception of one summer six-weeks, since the

institution first accepted students. Summer enrollments, due to (1) special programs, (2) student's desire to complete degree requirements in a minimum period of time, and (3) degreed teachers returning to satisfy additional certification requirements, have been high.

In order to deal with the myriad of details affecting university policy, as well as the need to establish and re-examine that policy, workshop sessions have been held at the beginning of each semester of the academic year. The faculty and administration meet as a body and work through an established agenda. One item of recurring interest has been the discussion of overall university objectives. Recognition has been given to the fact that existing objectives fall within the cognitive realm as defined by Benjamin Bloom; however, increased interest has been expressed in exploring procedures to move further into the affective realm on a formal basis. Development in this area will follow a pattern of discussion and limited trial by interested faculty members before consideration for more extensive implementation.

The spring semester found more requests for course work in "The Teaching of Reading" for public school teachers than could be staffed. It would have been possible, with sufficient notification, to have arranged for staff to satisfy these needs. This lack of communication stimulated efforts to establish a formal organization for cooperative planning between all of the institutions participating in Teacher Education in Laredo, namely (1) LISD, (2) UISD, (3) Region I, Education Service Center, and (4) TAIUL. Organization procedures were initiated during the spring and formalized on July 6, 1972, under the Teacher Center concept as defined by the Texas Education Agency. The Center will not only facilitate long range planning, but will be eligible to request funding for projects of special interest to its membership and to facilitate the participation of its individual members in state and national programs. Two programs were initiated during the summer and fall, 1972, which exemplify the benefits of such cooperative, long range planning: (1) Title IV, "Upward and Outward Staff Development," (TAIUL and LISD), and (2) "Right to Read" (TAIUL and UISD). These programs are designed to meet specific education needs; faculty and staff will be shared, and semester credit hours will benefit both the individual student and institutions involved.

Committee assignments for the Southern Association Self Study were made in fall, 1971, with initial effort being directed toward formulation of a master questionnaire which was administered in early January with the information obtained being utilized as a basis of departure by each committee. An overall timetable was established by the Self Study Director, Dr. Allen Briggs, for submission and review of committee reports.

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1. Laredo Independent School District (schools in city)
2. United Independent School District (county schools, adjacent to city)

In May, 1972, the Board of Directors of Texas A & I University officially announced the organization of the TAIU System consisting of three campuses and a research center. Dr. J. C. Jernigan was appointed Chancellor for the System, and the position of President was created at each campus. The primary significance of this action for TAIUL is the recognition which it affords the institution for future growth. Planning for the actual organization of the system and the operation of its individual institutions has begun but will extend over the 1972-73 academic year before an operational format has been achieved. In the case of TAIUL and TAIUC, this will also involve initial planning for the publication of a separate official university bulletin.

May 21, 1972, marked the graduation of the first senior class from TAIUL consisting of 16 students receiving the Bachelor's Degree in Business Administration, 23 students receiving the B.S. in Secondary Education and 37 students receiving the B.S. in Elementary Education. Degree plans and all regulations affecting the program of study of each of these students were carefully coordinated with the Dean of their respective Division at TAIUK, including the final check out for graduation, in order to assure consistent academic standards. Each Division Dean continues to make periodic visits to Laredo to review and assist in overall program coordination. On August 19, 1972, the second formal graduation ceremony was held with a total of 51 students receiving Baccalaureate degrees.

Summer registration included a head count of 413 students (85% of the spring semester enrollment) for the first semester and a head count of 404 students for the second semester (83% of the spring semester enrollment). Special programs included four institutes for teachers of migrant children, courses to satisfy certification in Special Education (emphasis on Language and Learning Disability), and Early Childhood Education and a course designed to prepare teachers to move into the Open School concept of curriculum organization. Two faculty members were placed on organized research grants for follow-up research on the topic of their dissertations previously completed.

The Teacher Corps project conducted planning and recruiting operations during early June, and started actual training sessions on the 21st of that month, continuing through August. The program allows for a total of thirty-six interns and six team leaders, all of whom will be working toward certification and a Masters Degree in Elementary Education.

In May, 1972, the Board of Directors of Texas A & I University officially announced the organization of the TAMU System consisting of three campuses and a research center. Dr. J. C. Jernigan was appointed Chancellor for the System, and the position of President was created at each campus. The primary significance of this action for TAMUL is the recognition which it affords the institution for future growth. Planning for the actual organization of the system and the operation of its individual institutions has begun but will extend over the 1972-73 academic year before an operational format has been achieved. In the case of TAMUL and TAMUCC, this will also involve initial planning for the publication of a separate official university bulletin.

May 21, 1972, marked the graduation of the first senior class from TAMUL consisting of 16 students receiving the Bachelor's Degree in Business Administration, 23 students receiving the B.S. in Secondary Education and 37 students receiving the B.S. in Elementary Education. Degree plans and all regulations affecting the program of study of each of these students were carefully coordinated with the Dean of their respective Division at TAMUK, including the final check out for graduation, in order to assure consistent academic standards. Each Division Dean continues to make periodic visits to Laredo to review and assist in overall program coordination. On August 19, 1972, the second formal graduation ceremony was held with a total of 51 students receiving Baccalaureate degrees.

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IV. The 1972-73 Academic Year

And so the third year of Texas A & I University at Laredo got underway with the usual pre-semester workshop beginning August 28, 1972. The evolution of the institution has continued; among the new features for the year are the beginnings of a reorganization of the Administrative section of the University, the appointment of 7 new staff members, and the operation of new programs within the school. The fact that the state appropriation was not set until late summer caused a number of problems in planning what should be done and the way those aims could be accomplished.

During the previous year, it became obvious that the University had grown until delegation of authority and responsibility must be of primary moment. To varying degrees, altimate responsibility had remained with Dr. Cowart for business affairs, student activities, and academic operation. A Business Manager was appointed and the multitude of detail formerly done in a single office was divided between two; further details of operation of the business affairs of the University will be found in Report IV, but the lines of contact and responsibility are still developing.

The person who had been Administrative Assistant to the President for Student Affairs was given both the title of Director of Student Affairs and added responsibilities and opportunities within this phase of University operation.

Three organizational changes took place within the academic area; it was felt an additional person needed to be introduced into the structure who would have authority in the operation of the University; as a result, an Acting Dean was appointed to serve on a part time basis. At the same time, it was felt that a great many details of University operation had become dispersed and an Assistant to the President was introduced into the pattern; it will be her task to assume responsibility for registration and advising students, the details of the operation of the schedule of classes and to be a source of information and help when the President is not available. The third structural change was the creation of the role of a fourth coordinator. Previously each of the general disciplines of the University had been grouped under a Coordinator: Teacher Education, Arts and Sciences, and Business.

This kind of grouping proved to be effective in doing many of the things necessary for the conduct of the school, but it also tended to divide the faculty into interest-groups. As a result, the new position of Coordinator of Development and Continuing Education was created. This person works with all the faculty; his efforts are to produce inter-disciplinary understanding and cooperation, and to investigate and initiate new academic areas into which the University goes.

The pre-session workshop of the University made primary use of material gathered for the Southern Association Self-Study. Draft copies of the first eleven reports had been completed, and copies of each report, plus the reports of the Divisions, were distributed to all faculty and staff. After reading time had been allowed, the group met to discuss the reports.

Each committee summarized the findings upon which it based its report. Opportunity for question and discussion was offered to the whole group; in some cases the debate was rather heated. Then the recommendations of the committee were taken up, one at a time. If the recommendation could be approved, disapproved, or ammended immediately, such action was taken. If the recommendation needed wider discussion, or if it contained provisions which required extended action, the recommendation was tabled. The chairman of the local self-study presided at the discussion, and, by using the procedure outlined above, was able to inform the entire faculty (including new persons) of the content of the reports and secure a large degree of unanimous opinion on details.

On the following day, the Chairman had taken the items "tabled" during the previous discussion and, by combining similar ideas and eliminatng repetition, had constructed a list of twelve (12) items in which the University had demonstrated interest. Each member of the faculty and staff was then asked to rank these twelve items in his opinion of the order of their importance and to suggest the strategy which he thought could best be employed by the group in the solution of the problem. Each also indicated the areas in which he would be most interested in acting.

When the rankings of the staff had been combined, the twelve items were listed in the order of their seeming importance to the personnel. In nine cases, the strategy suggested was a committee study, recommendation to and consideration by the faculty, and an eventual decision on the basis of this information. One item was referred to the Administration for decision, another was referred to the Division of Business, and two items were combined into the work of a single committee. The priorities and the disposition for their solution are indicated in the table below: (Initials following the names of faculty committee members indicate the person on the Self-Study Steering Committee responsible for the concept; committee members are Briggs, Critchlow and Smith.)

Items of University Concern - as Ranked by Faculty - 1972-73

1. Investigation of techniques which could individualize instruction of students according to their needs - both developmental and remedial.
Assigned to Special Committee - Dawdy, Dietze, Green - C

2. Investigating programs and courses which make use of competencies in the University and will help students and graduates prepare themselves in areas which have market value.
Assigned to Special Committee - Kanter, Mercer, Darling - C

3. Investigation of different time and work formats for some University course offerings.
Assigned to Special Committee - Fair, Marquez-Diaz, Alaniz - C

4. Assessment of the place of both the Affective domain and the evaluation on the basis of changed behaviors in the objectives of the University.
Assigned to Special Committee - Swize, Fedigan, Superviello - B

5. Investigation of programs and courses which are inter-disciplinary in nature and/or the consideration adding to subject matter content experiences which give the student a basis of knowledge naturally beyond his environment (Field trips, role, etc.)
Assigned to Coordinator for Development - Ball, Mutter, Garcia - C

6. An examination of the qualifications and characteristics individual to the several ranks within the University and the construction of an orderly process by which the President may receive valuable input from concerned elements of the University in the matter of change in rank.
Assigned to Special Committee - Pacheco, Thomas, Sayavedra - B

7. A re-assessment of the process by which students evaluate faculty.
Assigned to Special Committee - Bell, Lecuona, Willman, VerMilyea - B

8. Examination of the public relations role of the University as it affects the community, the profession, the prospective student, and the graduate.
Investigation of the process of inter-divisional and inter University communication.
Assigned to Special Committee - Pierce, Railsback, Tinsley, Dominguez - S

9. Investigation of techniques by which professional contacts, research, and writing can best be encouraged by the University.
Assigned to Special Committee - De King, Sherwin, Berrios - S

10. A re-assessment of the process by which faculty are evaluated by the Administration.

Because a majority of the faculty was either satisfied with the present system or wished it assigned to the Administration for action, this item was delegated to the President.

11. The Management Intership program
Assigned to Business Administration Division - S

Committees are (1) to agree on a scheme of action, (2) collect relevant data and faculty opinions, (3) set up a time-table for reasonable operation, and (4) report suggested measures to the faculty.

Registration of students produced a head count 666 and a full-time equivalent of 474 for the fall term. Students, staff and faculty began their years work - completing this Self-study, solving identified problems of the University, adventuring into new realms of auxiliary activities but especially in attempting to teach and learn together the knowledge, skills and attitudes which are the primary purpose of the institution.

This rather chatty narrative had to have some place to stop; editorial deadlines have their force. But this is not the end of the story; when you, our visitors arrive in Laredo, we will pick up lines of the story in which you are interested and tell you how far we have gone - but that, too, will not be "The End." We at TAIUL intend the tale to go on as long as we can help to produce useful change in the thinking, the knowledge, the behavior, and the feelings of the students in the South Texas.